

Kirkstall St Stephen's Pre-School



Kirkstall St Stephen's C of E School, Morris Lane, Leeds, West Yorkshire, LS5 3JD

Inspection date	11 December 2015
Previous inspection date	5 January 2015

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff fully embrace the support of the local authority and other professionals. This helps them identify and address areas for development and further improves their practice.
- Leaders are not afraid to tackle any underperformance and staff receive good support overall to help them improve. The quality of teaching is good as a result.
- Great care is taken to make sure all checks staff make on children's progress are accurate. These are shared with parents at least three times a year and with staff on a weekly basis so they know what support each child needs.
- The home visits carried out before children start ensure all parents share what they know about their child. This helps staff support children to settle in and promote their learning and development right from the start.
- Staff have a good understanding of the needs of the children and their families. They work well with other professionals to make sure they quickly receive the support they need to promote their safety, and help children catch up where behind.

It is not yet outstanding because:

- Leaders robustly monitor the quality of teaching but do not always provide feedback in a timely manner to enable staff to fully contribute to performance management discussions. Staff have begun to observe one another's practice; however, they are not yet confident to share their evaluations.
- Not all parents are fully involved in their child's on-going assessments, learning and development to further support children's good progress and readiness for school.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop the process of observing the quality of teaching to ensure staff receive high quality feedback in a timely manner to help improve the quality of teaching to an outstanding level
- encourage even more parents to be actively involved in their child's learning and development to further support children's good progress and readiness for school.

Inspection activities

- The inspector observed children taking part in a range of activities in each of the rooms as well as the outdoor play area.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the managers of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken with on the day of inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Rachael Flesher

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff access up to date training, have regular opportunities to share information with others and know the procedures to follow if they have a concern. All staff are trained in first aid. The setting is currently receiving coaching and mentoring support from a local outstanding school, arranged by the local authority, which is helping to further improve practice. All staff are actively involved in evaluating the quality of provision and planning for improvement. They work well as a team. Leaders robustly monitor children's progress to identify and address any gaps in their teaching or children's learning and development. Children catch up quickly as a result. For example where those at risk of delay had poor attendance, leaders secured additional funding so children could attend full days rather than half-days. This greatly improved their attendance and these children are now making very good progress.

Quality of teaching, learning and assessment is good

The premises are warm, welcoming and beautifully presented, both indoors and outdoors. Areas of provision are carefully planned around children's current needs and interests and well stocked with a good range of high quality resources covering all areas of learning. Staff are very well deployed to different activities; they are on hand to skilfully support and extend children's learning and development as they play. For example, through effective questioning and dialogue that encourages children to speculate and test out their ideas. Children with special educational needs receive good support from well trained staff. More able children are also used well to support the learning and development of their younger, less able peers. As a result, children are all actively engaged in their play and learning and making good progress.

Personal development, behaviour and welfare are good

Children arrive happy, find their peg, hang their coats and quickly become involved in an activity. They choose when to have their snack throughout the morning and confidently chat with their friends as they enjoy a bowl of cereal or fruit. Those who stay for lunch enjoy joining the school children in the hall, and show great pride as they line up and make their selections at the counter. Children enjoy the company of adults and they receive lots of praise and encouragement. Children are learning about acceptable behaviours and how to play safely. Staff support them well to learn to share, take turns and consider the feelings of others. This helps develop their confidence and independence and prepares them well for school. Children have good access to the outdoors where they enjoy physical activities in the large playground and making pancakes in the mud kitchen. Good partnerships are in place to support children when they move on to school.

Outcomes for children are good

Robust monitoring of children's progress ensures staff know the children well. They carefully utilise additional funding, and skilfully direct their teaching, to support each child to achieve their next steps. Consequently children catch up quickly where behind and more able children are appropriately challenged so all make good progress and are well prepared for school.

Setting details

Unique reference number	EY246034
Local authority	Leeds
Inspection number	1005335
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	25
Name of provider	Kirkstall St Stephen's Pre-School Committee
Date of previous inspection	5 January 2015
Telephone number	0113 2749338

Kirkstall St Stephen's Pre-School was registered with Ofsted in 2002. It is situated in the grounds of Kirkstall St Stephen's Church of England Primary School and is managed by a committee. It operates from purpose-built premises and there is an enclosed area available for outdoor play. The setting employs eight members of childcare staff. Of these, one holds Early Years Professional Status and six hold level 3 qualifications. The setting opens from Monday to Friday during term time. Sessions are from 9am until 3.30pm. The setting provides funded early education for two-, three- and four-year-old children.

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